DOCUMENT RESUME

ED 283 010 CE 047 447

TITLE	Introduction to Fish and Shellfish. Learning Activity Pack and Instructor's Guide 5.13a. Commercial Foods and Culinary Arts Competency-Based Series. Section 5: Basic Food Preparation.
INSTITUTION	Florida State Univ., Tallahassee. Center for Studies in Vocational Education.
SPONS AGENCY	Florida State Dept. of Education, Tallahassee. Div. of Vocational, Adult, and Community Education.
REPORT NO	IE-342-BK-85; IE-343-BK-85
PUB DATE	Jan 85
NOTE	46p.; For other documents in this series, see CE 047 434-456.
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051) -- Guides - Classroom Use - Guides (For Teachers) (052) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Behavioral Objectives; Competency Based Education; *Cooking Instruction; *Food; *Food Service; *Foods Instruction; Learning Activities; *Occupational Home Economics; Secondary Education
IDENTIFIERS	*Fishes; Florida; Food Preparation; *Shellfish

ABSTRACT

This document consists of a learning activity packet (LAP) for the student and an instructor's guide for the teacher. The LAP is intended to acquaint occupational home economics students with fish and shellfish for restaurant use. Illustrated information sheets and learning activities are provided in these areas: buying and storing fish and shellfish (inspection, buying fresh fish and shellfish, buying preserved fish and shellfish, and storing fish and shellfish); timetable for cooking fish and shellfish; and garnishes and sauces for seafood. The instructor's guide begins with an instructional matrix in which the information sheets and written activities contained in the LAP and the written test items included in the instructor's guide are cross-referenced to the knowledge objectives addressed by the materials. This is followed by a series of notes to instructors on the LAP series and suggested instructional procedures for use in conducting individual and group enrichment activities. A unit test and answer key are included. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

LEARNING ACTIVITY PACK

5.13a

SECTION 5

Introduction to Fish and Shellfish

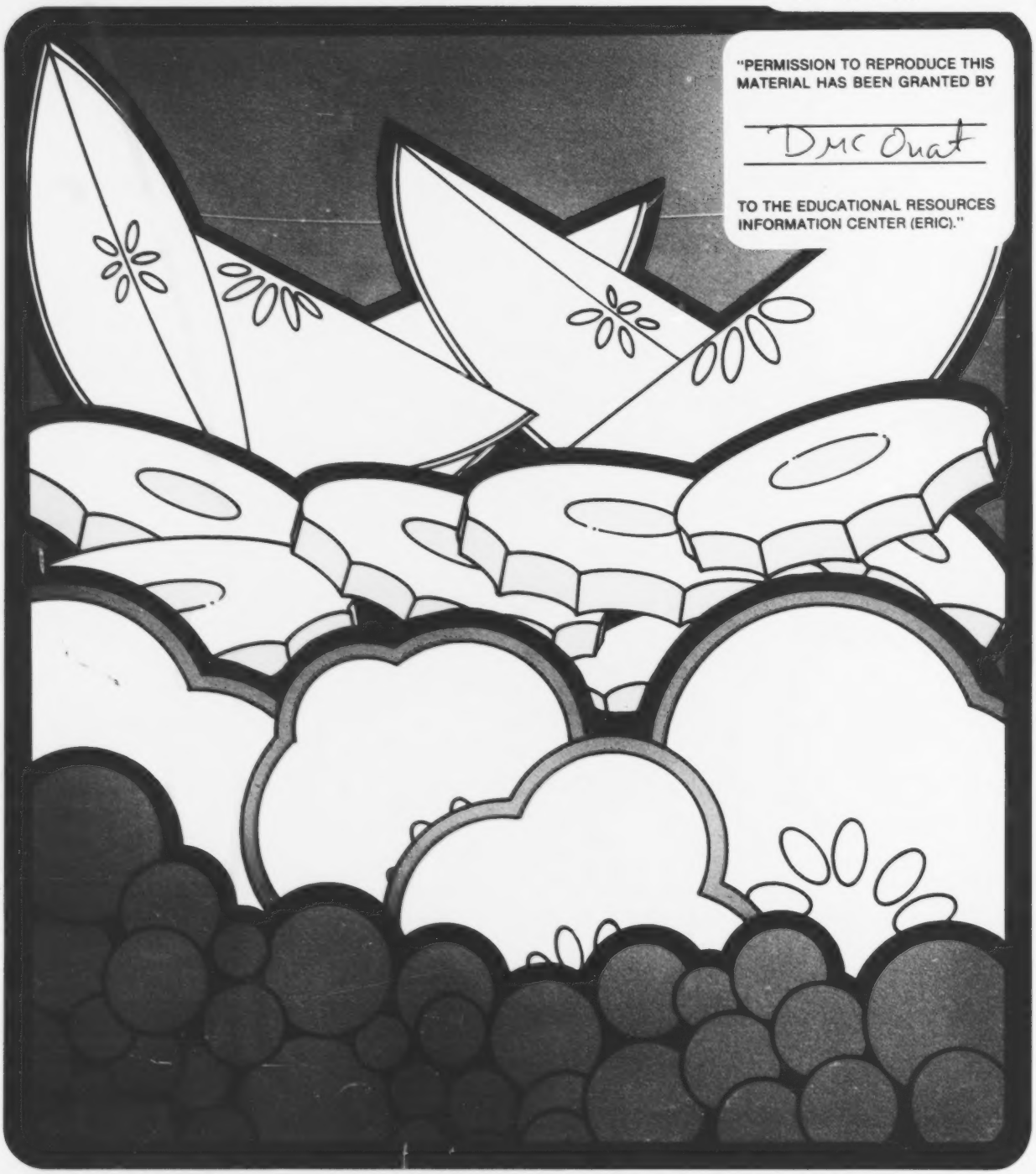
Basic Food Preparation

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D Mc Ouat

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ED283010

CE 047 447

Sponsored and published by:
Florida Department of Education
Ralph D. Turlington, Commissioner of Education

Produced by:
The Center for Studies in Vocational Education
Florida State University

For further information, contact:
Research Coordinating Unit
Bureau of Program Improvement
Division of Vocational, Adult, and Community Education
Department of Education
Knott Building
Tallahassee, FL 32301

©State of Florida, Department of State, 1985

Authorization for reproduction is hereby granted to the State System of Public Education as defined in 228.041(1), Florida Statutes. No authorization is granted for distribution or reproduction outside the State System of Public Education without prior approval in writing.

The use of trademarks in this document is strictly for the purpose of clarity and in no way should be considered an endorsement by the Department of Education, Florida State University, or The Center for Studies in Vocational Education.

Florida: A State of Educational Distinction. On a statewide average, educational achievement in the state of Florida will equal that of the upper quartile of states within five years, as indicated by commonly accepted criteria of attainment.

DVACE/01/85/535

123456789/898765

LEARNING ACTIVITY PACK

5.13a

SECTION 5

Introduction to Fish and Shellfish

Basic Food Preparation

State of Florida
Department of Education
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

January 1985

Acknowledgments

The Division of Vocational, Adult, and Community Education, Florida Department of Education wishes to express its gratitude to the agencies listed, which have granted permission for Florida to adapt the following materials:

Quantity Foods, developed by the 916 Vocational-Technical Center, White Bear Lake, Minnesota.

Food Management, Production, and Services: Competency-Based Curriculum, developed for the Tennessee State Department of Education, Division of Vocational Education, Nashville, Tennessee.

Career Related Instruction Series: *Baking and Pastry; Food Preparation; Food Service*, developed at the Capital Area Career Center, Mason, Michigan.

Also used were:

Employability Skills Series: *Good Work!* and *Food Production and Services: Learning Manager's Guide*, developed by the Florida Division of Vocational, Adult, and Community Education.

Subject matter experts who reviewed materials from around the nation, selected the materials to be adapted, and used their considerable experience and talents to monitor the development process were:

William Jacoby, St. Augustine Technical Center

Richard Petrello, Withlacoochee Area Vocational-Technical Center

William Petsch, Pinellas Vocational-Technical Institute

Nancy Steryous, St. Petersburg Vocational-Technical Institute

Bill White, Northeast Senior High School, St. Petersburg

John Wright, Westside Vocational Skills Center, Jacksonville

Ronald Zabkiewicz, South Technical Education Center, Boynton Beach

Assistance on the project was also given by:

Valeria Mason and Iris Helveston, Regional Program Consultants, Division of Vocational, Adult, and Community Education

The following individuals at The Center for Studies in Vocational Education, Florida State University, adapted the materials:

Romeo Massey, Project Manager

Catherine P. Fulford, Shahrokh Massoudi, Hilary L. Morris, and Margaret Van Every, Instructional Designers

Margaret Barlow, Ellen Wells, and Charles Silverman, Writer/Editors

John Francis, Visual Designer

Gary Carroll, Deborah Green, and Fred Clark, Illustrators

These materials are endorsed for use in training commercial foods and culinary arts workers by the **Florida Restaurant Association's Education Foundation.**

Purpose and Contents

Purpose

The purpose of LAP 5.13a is to give you general information about fish and shellfish for restaurant use. People have eaten fish and shellfish for thousands of years. Today their popularity on restaurant menus continues to increase. The information in this LAP will help you feature a variety of seafood dishes, reduce cost through wise purchasing, control spoilage, and, in turn, increase profits.

Contents

Introduction 2

Vocabulary 4

Buying and Storing Fish and Shellfish 6
Inspection 6
Buying Fresh Fish and Shellfish 6
Buying Preserved Fish and Shellfish 7
Storing Fish and Shellfish 8

Timetable for Cooking Fish and Shellfish 12

Garnishes and Sauces for Seafood 14

Answer Keys for Written Activities 17

Introduction

Written Test

You will be able to pass the written test for LAP 5.13a when you can successfully complete the following:

1. Match vocabulary words with their definitions. (At least 8 out of 9 must be correct.)
2. Complete a chart on buying fresh fish and shellfish by filling in the blanks with phrases selected from a word bank. (At least 12 out of 14 must be correct.)
3. Complete statements about frozen fish and shellfish by using "do" or "don't" as the first word. (At least 12 out of 14 must be correct.)
4. Complete statements about storing fish and shellfish by using "do" or "don't" as the first word. (At least 11 out of 12 must be correct.)
5. Using the timetable for cooking fish and shellfish, complete statements about cooking fish and shellfish. (All 11 must be correct.)
6. List garnishes used with fish and shellfish and their suggested preparation. (All 5 must be correct.)
7. List warm and cold sauces for using with fish and shellfish. (All 10 must be correct.)

If you feel you already know enough to pass the written test for LAP 5.13a, talk with your instructor.

Skills Test

There is *no* skills test for LAP 5.13a.

Learning Steps

To help you pass the written test for this LAP, you should follow these learning steps in order. **Written activities** will prepare you for the **written test**. They should all be done on a separate sheet of paper. The answers for these activities are in the back of this LAP. **Do not write in this LAP**!

1. Read and study **Information Sheet 1:** Vocabulary.
2. Complete **Activity 1:** Matching Vocabulary Words. Check your answers.
3. Read and study **Information Sheet 2:** Buying and Storing Fish and Shellfish.
4. Complete **Activity 2A:** Buying Fresh Fish and Shellfish. Check your answers.
5. Complete **Activity 2B:** Do's and Don'ts of Frozen Fish and Shellfish. Check your answers.

Introduction (continued)

6. Complete **Activity 2C:** Do's and Don'ts of Storing Fish and Shellfish. Check your answers.

7. Read and study **Information Sheet 3:** Timetable for Cooking Fish and Shellfish.

8. Complete **Activity 3:** Using the Timetable. Check your answers.

9. Read and study **Information Sheet 4:** Garnishes and Sauces for Seafood.

10. Complete **Activity 4:** Garnishes and Sauces. Check your answers.

11. Get **Written Test 5.13a:** Introduction to Fish and Shellfish from your instructor and complete it. If you are successful, you have completed this LAP; if not, talk with your instructor.

Information Sheet 1
Vocabulary

The following words will be used in this LAP. Study the list. When you think you know all the words, test yourself by doing Activity 1.

1. **garnish**—to decorate foods to make them look good; a decorative touch added to food

2. **inspection**—a formal or official examination

3. **market forms**—the forms in which foods are bought and sold

4. **sauce**—a richly flavored liquid that makes food look and taste better

5. **shellfish**—creatures that live in water that have a hard outer layer, or shell

6. **storage**—how and where food is kept

7. **freezer burn**—light-colored spots that appear on frozen foods that have become dried out; caused by improper wrapping or packaging

8. **revive**—to restore or bring back to a previous condition

9. **contaminated**—poisoned by chemicals, spoiled

Activity 1
Matching Vocabulary Words

Directions

On a separate sheet of paper, write each vocabulary word and then write the correct definition chosen from the list below.

Vocabulary Words

1. **garnish** _____
2. **inspection** _____
3. **market forms** _____
4. **sauce** _____
5. **shellfish** _____
6. **storage** _____
7. **freezer burn** _____
8. **revive** _____
9. **contaminated** _____

Definitions

How and where food is kept

Light-colored spots that appear on frozen foods that have become dried out; caused by improper wrapping or packaging

A formal (official) examination

The forms in which foods are bought and sold

Poisoned by chemicals; spoiled

To restore or bring back to a previous condition

A richly flavored liquid that makes food look and taste better

To decorate foods to make them look better; a decorative touch added to food

Creatures that live in water that have a hard outer layer

Check your answers in the back of this LAP. If you missed any, review Information Sheet 1.

Information Sheet 2
Buying and Storing Fish and Shellfish

Inspection

Seafood that meets official standards carries the U.S.D.A. shield on the label. This shows that the packing was done under the supervision of a trained government inspector. Local government regulations concerning the sale of fish and shellfish often require labels or tags indicating the area where the seafood was caught, the date, and so on. The fish can be traced to its source if it is believed to be contaminated.

CROWN ZELLERBACH CORP. GAYLORD CONTAINER DIVISION
BOX CERTIFICATE
THIS
SINGLE WALL
BOX MEETS ALL CONSTRUCTION
REQUIREMENTS OF APPLICABLE
FREIGHT CLASSIFICATION
BURSTING TEST 200 LBS PER SQ INCH
MIN COMB WT FACINGS 84 LBS PER M SQ FT
SIZE LIMITS 75 INCHES
GROSS WT LT 65 LBS
TAMPA, FLORIDA

Buying Fresh Fish and Shellfish

Most varieties of fish can be purchased fresh during certain times of the year. It is wise to purchase particular kinds of fish when they are available fresh. The price, too, is generally most reasonable when they are at their peak in taste and flavor. Your local fish dealer will be glad to advise you when certain fish are in season.

When buying fresh fish and shellfish, look for the following:	Select	Avoid
1. skin	bright color	dull, faded color
2. scales	bright, tight on body	no shine, loose
3. eyes	bright, transparent, bulging	dull, sunken
4. gills	bright red filaments	gray or brown filaments
5. flesh	firm, elastic, rebounds when pressed	dent remains when pressed
6. odor	fresh around neck, belly, or shell	strong, objectionable
7. slime	not present	present on skin, gills, or shells

Fish is best when fresh from the water and into the pan! However, this is often impossible. The next best thing is to preserve as much freshness as possible. This can only be done through proper storage. Fish deteriorates (falls apart) and decomposes (rots) quite rapidly. So if it isn't cooked right away, it should be packed in ice immediately and placed in the coldest part of the refrigerator as soon as possible. The quantity of fresh fish you purchase will depend on three things: number to be served, size of portions, and market form.

Information Sheet 2 (continued)
Buying and Storing Fish and Shellfish

Buying Preserved Fish and Shellfish

Canned Fish

Canned fish is ready to eat as it comes from the can. However, this form of fish isn't often used in the commercial kitchen, except for canned salmon, tuna fish, anchovies, sardines and in some cases shad roe (fish egg clusters).

Smoked, Salted, and Pickled Fish

This method of preserving fish has produced a large variety of specialty items. Some popular smoked fish are cod, haddock (also called finnan haddie), salmon, sturgeon, and herring. Among the salted fish are cod, mackerel, and hake. Salmon and herring are the most popular pickled fish. These items are usually featured on buffets or made into hors d'oeuvres and canapes (small sandwiches).

Frozen Fish and Shellfish

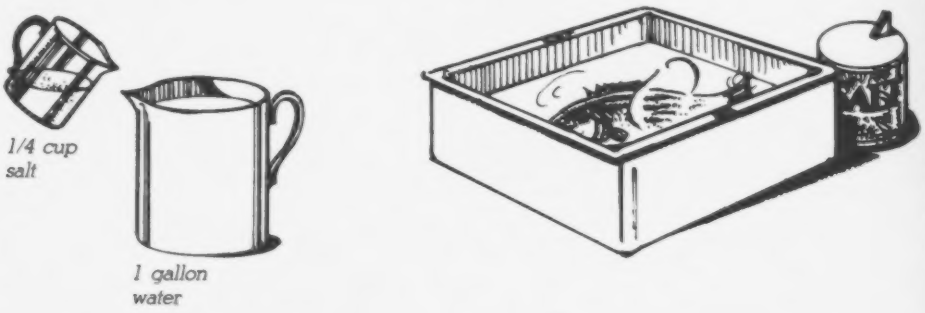
Freezing fish allows us to have most varieties available all year. Frozen fish will compare favorably with fresh fish if handled and prepared properly. Do not thaw frozen fish until ready to cook, unless they must be trimmed, cleaned, or breaded. Thaw fish overnight in the refrigerator at a temperature of 38°–40°F for best results. If you can't wait, they may be thawed under cold running water but never at room temperature. Once frozen fish is thawed, never refreeze. Frozen fillets and breaded, pan-ready portions can be cooked while still frozen. However, the cooking temperature for frozen fish must be reduced considerably and they must be cooked longer.

Frozen fish should always be delivered in a frozen-solid condition. Place them in the freezer at 0°–10°F immediately upon receiving. Keep frozen until just before using. Any fish placed in the freezer must be wrapped properly with special paper used for freezing. If any part is left exposed it will develop freezer burn and be unusable.

When purchasing frozen fish, the allowance for each person is the same as for fresh fish. Since frozen fish cannot be purchased whole, one should figure one-third to one-half pound of the **edible** part per person.

If you decide to freeze fresh fish (or shellfish) it is best to freeze them in water. Make sure the fish is entirely under the water to reduce freezer burn. Seafood (not freshwater fish) should be frozen in salt water to retain that fresh-caught flavor. The salt in seafood gives it the sweet flavor; washing seafood in fresh water takes away the salt and makes it tasteless. Special care should be taken with delicate foods such as crab. Remember, ice is usually made from fresh water, and when it melts it will have the same effect as soaking the seafood in fresh water. It is best to put the seafood in a pan on top of the ice instead of in the ice. If seafood has been soaked in fresh water, or if it's necessary to clean it under running water, revive its flavor by soaking it for 30 minutes in salt water. Add some ice to the soaking fish to keep it cold. A solution to use for freezing, washing, or reviving is made up of 1/4 cup of table salt added to one gallon of tap water.

Information Sheet 2 (continued)
Buying and Storing Fish and Shellfish



Wash, Revive, and Freeze Seafood in Salt Water

Storing Fish and Shellfish

Never store fish or shellfish with other foods because of its strong odor. Store fish or shellfish at 34°-38°F in either a separate refrigerator, a separate section in the refrigerator, or in stainless steel drawers, covered with crushed ice. Use pans with false bottoms to keep the water away from the fish and prevent it from becoming water-soaked. Use the following rules when receiving and storing fish or shellfish:

1. Weigh the fish or shellfish immediately upon delivery to be sure the full weight has been received.
2. Before weighing fresh shrimp packed in ice, dump shrimp in water so the ice will melt. Unfortunately 10-20% short weights are common.
3. Pack bellies of large fish with ice before refrigerating.
4. Never expose fish to air unnecessarily, as it will change the flavor.
5. Refrigerate smoked fish, but do not let it come in contact with ice.
6. Sliced fish will lose juice and flavor if it is prepared too far ahead of service.
7. Keep clams and oysters cold but never packed directly in ice.
8. Keep cans of shucked clams, oysters, scallops, and crabmeat surrounded with crushed ice for at least 3/4 of their height.
9. Keep ladles and dippers in their containers when in use. Never lay them aside on the ice or counter where they can become dirty and contaminated with bacteria.

Activity 2A

Buying Fresh Fish and Shellfish

Directions

On a separate sheet of paper, copy the chart below. Then write the phrases from the appropriate section of the word bank in the correct blanks on the chart.

When buying fresh fish and shellfish, look for the following:	**Select**	**Avoid**
skin	(1)	(8)
scales	(2)	(9)
eyes	(3)	(10)
gills	(4)	(11)
flesh	(5)	(12)
odor	(6)	(13)
slime	(7)	(14)

Word Bank

Select	**Avoid**
Bright, transparent, bulging	Strong, objectionable
Bright, tight on body	Present on skin, gills, or shells
Not present	Dull, faded color
Bright color	Gray or brown filaments
Fresh around neck, belly, or shell	No shine, loose
	Dull, sunken
Firm, elastic, rebounds when pressed	Dent remains when pressed
Bright red filaments	

Check your answers in the back of this LAP. If you missed any, review Information Sheet 2.

Activity 2B

Do's and Don'ts of Frozen Fish and Shellfish

Directions

On a separate sheet of paper, write out each statement, using the correct first word, **either** "Do" or "Don't".

1. **Do** **Don't** keep fish frozen until ready to prepare and cook.
2. **Do** **Don't** thaw frozen fish in the refrigerator overnight for the best results.
3. **Do** **Don't** thaw frozen fish in running water if speed is required.
4. **Do** **Don't** thaw frozen fish at room temperature.
5. **Do** **Don't** refreeze fish once it is thawed.
6. **Do** **Don't** cook breaded and pan-ready fish while frozen.
7. **Do** **Don't** reduce the temperature and cook frozen fish longer.
8. **Do** **Don't** reject frozen fish that is delivered partially thawed.
9. **Do** **Don't** purchase the same amount of frozen fish per person as you would fresh fish.
10. **Do** **Don't** freeze fresh fish in water.
11. **Do** **Don't** freeze seafood in salt water.
12. **Do** **Don't** wash or soak seafood in plain tap water or melted ice.
13. **Do** **Don't** revive seafood by soaking in salt water.
14. **Do** **Don't** add ice to soaking fish to keep it cold.

Check your answers in the back of this LAP. If you missed any, review Information Sheet 2.

Activity 2C

Do's and Don'ts of Storing Fish and Shellfish

Directions

On a separate sheet of paper, write out each statement, using the correct first word, **either** "Do" or "Don't".

DO NOT WRITE IN THIS LAP

1. **Do** **Don't** store fish with other foods because of its strong odor.
2. **Do** **Don't** store fish in pans with false bottoms to keep the water from melted ice away from the fish.
3. **Do** **Don't** weigh fish immediately upon delivery.
4. **Do** **Don't** weigh shrimp packed in ice.
5. **Do** **Don't** pack bellies of large fish with ice before refrigerating.
6. **Do** **Don't** leave fish to air out.
7. **Do** **Don't** refrigerate smoked fish.
8. **Do** **Don't** slice fish right before it is cooked.
9. **Do** **Don't** pack shucked clams and oysters directly in ice.
10. **Do** **Don't** keep clams and oysters in containers surrounded with ice.
11. **Do** **Don't** keep ladles and dippers in their containers when in use.
12. **Do** **Don't** place ladles and dippers aside on the ice or counter.

Check your answers in the back of this LAP. If you missed any, review Information Sheet 2.

Information Sheet 3
Timetable for Cooking Fish and Shellfish

All the accepted methods of cooking can be used in the preparation of fish dishes. However, cooking in liquid for long periods of time and braising, as applied to less tender meats, are not recommended. There is no such thing as a tough piece of fish. Actually, fish is most tender when it is raw, and cooking tends to toughen it.

Method of Cooking	Product	Market Form	Approximate Weight or Thickness	Cooking Temperature °C	°F	Approximate Total Cooking Time (Minutes)
Baking	Fish	Dressed	3-4 lb.	177	350	40-60
		Pan-dressed	1/2-1 lb.	177	350	25-30
		Steaks	1/2-1 in.	177	350	25-35
		Fillets		177	350	25-35
	Clams	Live		232	450	15
	Lobster	Live	3/4-1 lb.	204	400	15-20
			1-1 1/2 lb.	204	400	20-25
	Oysters	Live		232	450	15
		Shucked		204	400	10
	Scallops	Shucked		177	350	25-30
	Shrimp	Headless		177	350	20-25
	Spiny lobster tails	Headless	4 oz.	232	450	20-25
			8 oz.	232	450	20-30
Broiling	Fish	Pan-dressed	1/2-1 lb.	Broil		10-15
		Steaks	1/2-1 in.	Broil		10-15
		Fillets		Broil		10-15
	Clams	Live		Broil		5-8
	Lobster	Live	3/4-1 lb.	Broil		10-12
			1-1 1/2 lb.	Broil		12-15
	Oysters	Live		Broil		5
		Shucked		Broil		5
	Scallops	Shucked		Broil		8-10
	Shrimp	Headless		Broil		8-10
	Spiny lobster tails	Headless	4 oz.	Broil		8-10
			8 oz.	Broil		10-12
Cooking in water	Fish	Pan-dressed	1/2-1 lb.	Simmer		10
		Steaks	1/2-1 in.	Simmer		10
		Fillets		Simmer		10
	Crabs	Live		Simmer		15
	Lobster	Live	3/4-1 lb.	Simmer		10-15
			1-1 1/2 lb.	Simmer		15-20
	Scallops	Shucked		Simmer		4-5
	Shrimp	Headless		Simmer		5
	Spiny lobster tails	Headless	4 oz.	Simmer		10
			8 oz.	Simmer		15
Deep-fat frying	Fish	Pan-dressed	1/2-1 lb.	191	375	2-4
		Steaks	1/2-1 in.	191	375	2-4
		Fillets		191	375	1-4
	Clams	Shucked		191	375	2-3
	Crabs	Soft-shell	1/4 lb.	191	375	3-4
	Lobster	Live	3/4-1 lb.	177	350	3-4
			1-1 1/2 lb.	177	350	4-5
	Oysters	Shucked		191	375	2
	Scallops	Shucked		177	350	3-4
	Shrimp	Headless		177	350	2-3
	Spiny lobster tails	Headless	4 oz.	177	350	3-4
			8 oz.	177	350	4-5

Activity 3
Using the Timetable

Directions

On a separate sheet of paper, copy the statements below. Find the correct information in the Timetable in Information Sheet 3 and fill in the blanks.

DO NOT WRITE IN THIS LAP

When you are baking fish steaks that are approximately 1/2-1 inch thick, set the temperature to (1) _____°F and cook for approximately (2) _____ to (3) _____ minutes.

When you are broiling lobsters that weigh approximately 3/4-1 pound, set the temperature to (4) _____ and cook for approximately (5) _____ to (6) _____ minutes.

When cooking headless shrimp in water, set the temperature on (7) _____ and cook for (8) _____ minutes.

When deep-fat frying shucked oysters, set the temperature to (9) _____°F and cook for approximately (10) _____ minutes.

Check your answers in the back of this LAP. If you missed any, review Information Sheet 3.

Information Sheet 4
Garnishes and Sauces for Seafood

Garnishes

Like all types of cookery, seafood cookery benefits from the addition of garnishes. Often a plain dish can become attractive and appetizing when served with an appropriate garnish. The following are common garnishes and suggested methods of preparing them.

Garnishes	Suggested Preparation
beets (cooked)	whole or slices
carrots	tops, sticks, curls, or shredded
celery	tops, hearts, sticks, curls
cucumbers	slices or sticks
green peppers	sticks or rings
hard-cooked eggs	slices, wedges, deviled, or grated yolks and whites
*lemons	slices or wedges
*lettuce	leaves or shredded
*paprika	sprinkled sparingly
*parsley	sprigs or chopped
pickles	whole, sliced, or chopped
radishes	whole, sliced, or roses
red peppers	strips or rings
*watercress	sprigs or chopped

Sauces

Sauces are another favorite accompaniment to seafood. They can be used to flavor seafood and to add variety to a simple dish. Listed here are some sauces that are particularly good with seafood.

Cold Sauces

Anchovy (small salty fish)
Andalouse (mayonnaise, tomato, pimento)
*Cocktail (tomato, horseradish)
Dill (sour cream, dill seed)
Egg (yellow)
Genoa (mayonnaise, pureed nuts, herbs, lemon)
Green (spinach)
Gribiche (egg, mustard)
Lemon
*Mayonnaise
Remoulade (mayonnaise, mustard, pickles)
*Tartar (mayonnaise, dill pickles)

Warm Sauces

Aurore (fish sauce with tomatoes)
Bercy (brown sauce with white wine)
*Bonne femme (fish sauce with white wine)
Colbert butter (glaze)
Cream
Curry (fish sauce, curry powder)
*Drawn butter (melted butter)
*Hollandaise (butter, egg, lemon)
Maitre d'hotel (seasoned butter)
*Mornay (eggs, parmesan cheese)
Nantua (cream sauce, shrimp)
White wine

*indicates most common

Activity 4
Garnishes and Sauces for Seafood

Directions

1. **On a separate sheet of paper,** list five garnishes for seafood and their suggested preparation.

Garnishes	Suggested Preparation
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

DO NOT WRITE IN THIS LAP

Directions

2. **On a separate sheet of paper,** list five cold sauces and five warm sauces used with seafood (names only).

Cold Sauces	Warm Sauces
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____

Check your answers in the back of this LAP. If you missed any, review Information Sheet 4.

Answer Keys for Written Activities

Activity 1
Matching Vocabulary Words

1. **garnish**—to decorate foods to make them look better; a decorative touch added to food
2. **inspection**—a formal (official) examination
3. **market forms**—the forms in which foods are bought and sold
4. **sauce**—a richly flavored liquid that makes food look and taste better
5. **shellfish**—creatures that live in water that have a hard outer layer
6. **storage**—how and where food is kept
7. **freezer burn**—light-colored spots that appear on frozen foods that have become dried out; caused by improper wrapping or packaging
8. **revive**—to restore or bring back to a previous condition
9. **contaminated**—poisoned by chemicals, spoiled

Activity 2A
Selecting Fresh Fish and Shellfish

When buying fresh fish and shellfish, look for the following:	Select	Avoid
skin	bright color	dull, faded color
scales	bright, tight on body	no shine, loose
eyes	bright, transparent, bulging	dull, sunken
gills	bright red filaments	gray or brown filaments
flesh	firm, elastic, rebounds	dent remains when pressed
odor	fresh around neck, belly, or shell	strong, objectionable
slime	not present	present on skin, gills, or shells

Answer Keys for Written Activities (continued)

Activity 2B
Do's and Don'ts of Frozen Fish and Shellfish

1. **Don't** keep fish frozen until ready to prepare and cook.
2. **Do** thaw frozen fish in the refrigerator overnight for the best results.
3. **Do** thaw frozen fish in running water if speed is required.
4. **Don't** thaw frozen fish at room temperature.
5. **Don't** refreeze fish once it is thawed.
6. **Do** cook breaded and pan-ready fish while frozen.
7. **Do** reduce the temperature and cook frozen fish longer.
8. **Do** reject frozen fish that is delivered partially thawed.
9. **Do** purchase the same amount of frozen fish per person as you would fresh fish.
10. **Do** freeze fresh fish in water.
11. **Do** freeze seafood in salt water.
12. **Don't** wash or soak seafood in plain tap water or melted ice.
13. **Do** revive seafood by soaking in salt water.
14. **Do** add ice to soaking fish to keep it cold.

Activity 2C
Do's and Don'ts of Storing Fish and Shellfish

1. **Don't** store fish with other foods because of its strong odor.
2. **Do** store fish in pans with false bottoms to keep the water from melted ice away from the fish.
3. **Do** weigh fish immediately upon delivery.
4. **Don't** weigh shrimp packed in ice.
5. **Do** pack bellies of large fish with ice before refrigerating.
6. **Don't** leave fish to air out.
7. **Do** refrigerate smoked fish.
8. **Do** slice fish right before it is cooked.
9. **Don't** pack shucked clams and oysters directly in ice.

Answer Keys for Written Activities (continued)

10. **Do** keep clams and oysters in containers surrounded with ice.

11. **Do** keep ladles and dippers in their containers when in use.

12. **Don't** place ladles and dippers aside on the ice or counter.

Activity 3
Using the Timetable

When you are baking fish steaks that are approximately 1/2-1 inch thick, set the temperature to (1) 350°F and cook for approximately (2) 25 to (3) 35 minutes.

When you are broiling lobsters that are approximately 3/4-1 pound, set the temperature on (4) Broil and cook for approximately (5) 10 to (6) 12 minutes.

When cooking headless shrimp in water, set the temperature on (7) Simmer and cook for approximately (8) 5 minutes.

When deep-fat frying shucked oysters, set the temperature to (9) 375°F and cook for approximately (10) 2 minutes.

Activity 4
Garnishes and Sauces

1. **Any five:**

Garnishes	Suggested Preparation
beets (cooked)	whole or slices
carrots	tops, sticks, curls, or shredded
celery	tops, hearts, sticks, curls
cucumbers	slices or sticks
green peppers	sticks or rings
hard-cooked eggs	slices, wedges, deviled, or grated yolks and whites
lemons	slices or wedges
lettuce	leaves or shredded
paprika	sprinkled sparingly
parsley	sprigs or chopped
pickles	whole, sliced, or chopped
radishes	whole, sliced, or roses
red peppers	strips or rings
watercress	sprigs or chopped

Answer Keys for Written Activities (continued)

2.

Any five: Cold Sauces	**Any five: Warm Sauces**
Anchovy	Aurore
Andalouse	Bercy
Cocktail	Bonne femme
Dill	Colbert butter
Egg	Cream
Genoa	Curry
Green	Drawn butter
Gribiche	Hollandaise
Lemon	Maitre d'hotel
Mayonnaise	Mornay
Remoulade	Nantua
Tartar	White wine

State of Florida
Department of Education
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

This public document was promulgated at a cost of $1,283.25, or $2.399 per copy, to provide Florida students and educators with competency-based commercial foods and culinary arts instructional materials.

IE 342 BK 85

INSTRUCTOR'S GUIDE
LAP
5.13a

Introduction to Fish and Shellfish

Basic Food Preparation

Sponsored and published by:
Florida Department of Education
Ralph D. Turlington, Commissioner of Education

Produced by:
The Center for Studies in Vocational Education
Florida State University

For further information, contact:
Research Coordinating Unit
Bureau of Program Improvement
Division of Vocational, Adult, and Community Education
Department of Education
Knott Building
Tallahassee, FL 32301

©State of Florida, Department of State, 1985

Authorization for reproduction is hereby granted to the State System of Public Education as defined in 228.041(1), Florida Statutes. No authorization is granted for distribution or reproduction outside the State System of Public Education without prior approval in writing.

The use of trademarks in this document is strictly for the purpose of clarity and in no way should be considered an endorsement by the Department of Education, Florida State University, or The Center for Studies in Vocational Education.

Florida: A State of Educational Distinction. On a statewide average, educational achievement in the state of Florida will equal that of the upper quartile of states within five years, as indicated by commonly accepted criteria of attainment.

DVACE/01/85/155

123456789/898765

INSTRUCTOR'S
GUIDE
LAP
5.13a

Introduction to Fish and Shellfish

Basic Food Preparation

State of Florida
Department of Education
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

January 1985

Acknowledgments

The Division of Vocational, Adult, and Community Education, Florida Department of Education wishes to express its gratitude to the agencies listed, which have granted permission for Florida to adapt the following materials:

Quantity Foods, developed by the 916 Vocational-Technical Center, White Bear Lake, Minnesota.

Food Management, Production, and Services: Competency-Based Curriculum, developed for the Tennessee State Department of Education, Division of Vocational Education, Nashville, Tennessee.

Career Related Instruction Series: *Baking and Pastry; Food Preparation; Food Service*, developed at the Capital Area Career Center, Mason, Michigan.

Also used were:

Employability Skills Series: *Good Work!* and *Food Production and Services: Learning Manager's Guide*, developed by the Florida Division of Vocational, Adult, and Community Education.

Subject matter experts who reviewed materials from around the nation, selected the materials to be adapted, and used their considerable experience and talents to monitor the development process were:

William Jacoby, St. Augustine Technical Center

Richard Petrello, Withlacoochee Area Vocational-Technical Center

William Petsch, Pinellas Vocational-Technical Institute

Nancy Steryous, St. Petersburg Vocational-Technical Institute

Bill White, Northeast Senior High School, St. Petersburg

John Wright, Westside Vocational Skills Center, Jacksonville

Ronald Zabkiewicz, South Technical Education Center, Boynton Beach

Assistance on the project was also given by:

Valeria Mason and Iris Helveston, Regional Program Consultants, Division of Vocational, Adult, and Community Education

The following individuals at The Center for Studies in Vocational Education, Florida State University, adapted the materials:

Romeo Massey, Project Manager

Catherine P. Fulford, Shahrokh Massoudi, Hilary L. Morris, and Margaret Van Every, Instructional Designers

Margaret Barlow, Ellen Wells, and Charles Silverman, Writer/Editors

John Francis, Visual Designer

Gary Carroll, Deborah Green, and Fred Clark, Illustrators

These materials are endorsed for use in training commercial foods and culinary arts workers by the **Florida Restaurant Association's Education Foundation.**

Contents

Contents of Instructor's Guide 5.13a

Instructional Matrix 3

Notes to the Instructor 4

Suggested Instructional Procedures 5

Written Test 7

Answer Key for Written Test 15

Contents of LAP 5.13a

Introduction 2

Vocabulary 4

Buying and Storing Fish and Shellfish 6
Inspection 6
Buying Fresh Fish and Shellfish 6
Buying Preserved Fish and Shellfish 7
Storing Fish and Shellfish 8

Timetable for Cooking Fish and Shellfish 12

Garnishes and Sauces for Seafood 14

Answer Keys for Written Activities 17

Instructional Matrix

Directions If you want to use only part of the materials in this LAP, use this matrix to help you select what you need.

Objectives	Instructional Materials	Practice and Feedback	Evaluation
Knowledge Objectives	**Information Sheets**	**Written Activities**	**Written Test Items**
1. Match a list of vocabulary words with their definitions. (At least 8 out of 9 must be correct.)	1: Vocabulary	1: Matching Vocabulary Words	Part I: 1-9
2. Complete a chart for selecting fresh fish and shellfish by choosing the correct phrases from a word bank. (At least 12 out of 14 must be correct.)	2: Buying and Storing Fish and Shellfish	2A: Buying Fresh Fish and Shellfish	Part II: 1-14
3. Complete statements about storing fish and shellfish by selecting "do" or "don't" as the first word. (At least 11 out of 12 must be correct.)	2: Buying and Storing Fish and Shellfish	2C: Do's and Don'ts of Storing Fish and Shellfish	Part III: 1-12
4. Complete statements about frozen fish and shellfish by selecting "do" or "don't" as the first word. (At least 12 out of 14 must be correct.)	2: Buying and Storing Fish and Shellfish	2B: Do's and Don'ts of Frozen Fish and Shellfish	Part IV: 1-14
5. List 5 garnishes for seafood and their suggested preparation. (All 5 must be correct.)	4: Garnishes and Sauces for Seafood	4: Garnishes and Sauces for Seafood	Part V: 1-5
6. List 5 warm and 5 cold seafood sauces used with seafood and shellfish. (All 10 must be correct.)	4: Garnishes and Sauces for Seafood	4: Garnishes and Sauces for Seafood	Part VI: 1-10
7. Using the timetable provided, complete statements about cooking fish and shellfish. (All 11 must be correct.)	3: Timetable for Cooking Fish and Shellfish	3: Using the Timetable	Part VII: 1-11

Notes to the Instructor

General Notes

This is the first of three LAPs about fish and shellfish. Complete this LAP before beginning LAPs 5.13b and 5.13c.

OPPS/V-TECS

No Florida **OPPS** (Occupational Proficiency Performance Standards) or Florida/**V-TECS** (Vocational-Technical Education Consortium of States) duty areas are covered by this material.

Career MAP

The materials in LAP 5.13a cover or are related to the following Commercial Foods and Culinary Arts Career MAP (Career *M*erit *A*chievement *P*lan) competencies:

Identify and select fish and seafoods.
Store and handle fresh, frozen, and cooked fish and seafood.

Special Needs

The following materials, which are related to and/or cover the subject, can be used for students who are educable mentally retarded/handicapped (EMR/EMH) or academically disadvantaged as an alternative to, or in addition to, this LAP.

Series: Career Related Instruction (CRI)
Occupational Cluster: Food Preparation
Titles: *How to Prepare Fish and Shellfish for Cooking* (FPS FP 05 002)
What Kinds of Meat and Fish Do You Eat? (FPS FP 05 001)

Suggested Instructional Procedures

Individual Instruction

If you choose to have students use this LAP as a self-paced, self-instructional unit, have the student(s) follow the learning steps in the LAP, as listed below.

Learning Steps for LAP 5.13a

1. Read and study **Information Sheet 1:** Vocabulary.
2. Complete **Activity 1:** Matching Vocabulary Words. Check your answers.
3. Read and study **Information Sheet 2:** Buying and Storing Fish and Shellfish.
4. Complete **Activity 2A:** Selecting Fresh Fish and Shellfish. Check your answers.
5. Complete **Activity 2B:** Do's and Don'ts of Frozen Fish and Shellfish. Check your answers.
6. Complete **Activity 2C:** Do's and Don'ts of Storing Fish and Shellfish. Check your answers.
7. Read and study **Information Sheet 3:** Timetable for Cooking Fish and Shellfish.
8. Complete **Activity 3:** Using the Timetable. Check your answers.
9. Read and study **Information Sheet 4:** Garnishes and Sauces for Seafood.
10. Complete **Activity 4:** Garnishes and Sauces for Seafood. Check your answers.
11. Get **Written Test 5.13a:** Introduction to Fish and Shellfish from your instructor and complete it. If you are successful, you have completed this LAP; if not, talk with your instructor.

Group Instruction

If you choose to use this LAP as a unit of instruction for more than one student, the following teaching steps are suggested.

Teaching Steps for LAP 5.13a

1. Introduce the subject of fish and shellfish.
2. Discuss the objectives in LAP 5.13a.
3. Discuss the vocabulary words with the group.
4. Have the students read the information sheets and do the written activities in the LAP.

Suggested Instructional Procedures (continued)

5. Conduct a group discussion on inspection, purchasing, and storage of fish and shellfish.

6. Make a transparency of the timetable for cooking fish and shellfish. Use it for a group discussion.

7. As a group, discuss types of garnishes and sauces for seafood. Have the students help make a list on the board.

8. Give the students **Written Test 5.13a** to complete. Evaluate the results, using the Answer Key in this Instructor's Guide. Make special arrangements for those who do not master this unit.

9. Use the additional instructional activities/enrichment with the group or with individual students.

Additional Instructional Activities/Enrichment

Suggested Readings

Haines, Robert G. *Food Preparation for Hotels, Restaurants, and Cafeterias.* 2nd ed. Alsip, Ill.: American Technical Publishers, Inc., 1973, pp. 477-79, 486-99.

Written Test 5.13a

I. Matching Vocabulary Words

Directions

Match each vocabulary word below with the correct definition. Write the letter of the correct definition in the blank beside the word.

Vocabulary Words

_____ 1. **sauce**

_____ 2. **storage**

_____ 3. **inspection**

_____ 4. **revive**

_____ 5. **market forms**

_____ 6. **freezer burn**

_____ 7. **shellfish**

_____ 8. **garnish**

_____ 9. **contaminated**

Definitions

a. a formal (official) examination

b. the forms in which foods are bought and sold

c. to restore or bring back to a previous condition

d. to decorate foods to make them look better; a decorative touch added to food

e. light-colored spots that appear on frozen foods that have become dried out; caused by improper wrapping or packaging

f. how and where food is kept

g. poisoned by chemicals; spoiled

h. a richly flavored liquid that makes food look and taste better

i. creatures that live in water that have a hard outer layer, or shell

Written Test 5.13a (continued)
II. Buying Fresh Fish and Shellfish

Directions Fill in the chart below with phrases from the word bank. Write the correct letter in each numbered space.

When buying fresh fish and shellfish, look for the following:	**Select**	**Avoid**
skin	(1)	(8)
scales	(2)	(9)
eyes	(3)	(10)
gills	(4)	(11)
flesh	(5)	(12)
odor	(6)	(13)
slime	(7)	(14)

Word Bank

Select
a. bright color
b. not present
c. bright, transparent, bulging
d. bright red filaments
e. fresh around neck, belly, or shell
f. firm, elastic, rebounds when pressed
g. bright, tight on body

Avoid
h. dull, faded color
i. gray or brown filaments
j. no shine, loose scales
k. strong, objectionable
l. present on skin, gills, or shells
m. dent remains when pressed
n. dull, sunken

Written Test 5.13a (continued)
III. Do's and Don'ts of Storing Fish and Shellfish

Directions

Complete each of the statements below by circling either DO or DON'T as the first word.

1. **Do** **Don't** pack bellies of large fish with ice before refrigerating.
2. **Do** **Don't** refrigerate smoked fish.
3. **Do** **Don't** pack shucked clams and oysters directly in ice.
4. **Do** **Don't** keep ladles and dippers in their containers when in use.
5. **Do** **Don't** place ladles and dippers aside on the ice or counter.
6. **Do** **Don't** keep clams and oysters in containers surrounded with ice.
7. **Do** **Don't** slice fish right before it is cooked.
8. **Do** **Don't** leave fish to air out.
9. **Do** **Don't** weigh shrimp packed in ice.
10. **Do** **Don't** store fish in pans with false bottoms to keep the water from melted ice away from the fish.
11. **Do** **Don't** store fish with other foods because of its strong odor.
12. **Do** **Don't** weigh fish immediately upon delivery.

Written Test 5.13a (continued)
IV. Do's and Don'ts of Frozen Fish and Shellfish

Directions

Complete each of the statements below by circling either DO or DON'T as the first word.

1. **Do** **Don't** thaw frozen fish in running water if speed is required.
2. **Do** **Don't** thaw frozen fish at room temperature.
3. **Do** **Don't** thaw frozen fish in the refrigerator overnight for the best results.
4. **Do** **Don't** keep fish frozen until ready to prepare and cook.
5. **Do** **Don't** freeze fresh fish in water.
6. **Do** **Don't** wash or soak seafood in plain tap water or melted ice.
7. **Do** **Don't** freeze seafood in salt water.
8. **Do** **Don't** revive seafood by soaking in salt water.
9. **Do** **Don't** refreeze fish once it is thawed.
10. **Do** **Don't** reduce the temperature and cook frozen fish longer.
11. **Do** **Don't** purchase the same amount of frozen fish per person as you would fresh fish.
12. **Do** **Don't** reject frozen fish that is delivered partially thawed.
13. **Do** **Don't** add ice to soaking fish to keep it cold.
14. **Do** **Don't** cook breaded and pan-ready fish while frozen.

Written Test 5.13a (continued)
V. Garnishes for Seafood

Directions

List five garnishes for seafood and their suggested preparation.

Garnishes	**Suggested Preparation**
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

Written Test 5.13a (continued)
VI. Sauces for Seafood

Directions List five cold sauces and five warm sauces used with seafood.

Cold Sauces	**Warm Sauces**
1. _____	6. _____
2. _____	7. _____
3. _____	8. _____
4. _____	9. _____
5. _____	10. _____

Written Test 5.13a (continued)
VII. Using the Timetable

Using the Timetable for Cooking Fish and Shellfish on the next page, fill in the blanks in the following statements.

When you are baking fish fillets, set the temperature to (1) _____°F and cook for (2) _____ to (3) _____ minutes.

When you are broiling lobster that are approximately 1 to 1 1/2 pounds, set the temperature on (4) _____ and cook for (5) _____ to (6) _____ minutes.

When you are cooking live crabs in water, set the temperature on (7) _____ and cook for (8) _____ minutes.

When you are deep-fat frying shrimp, set the temperature to (9) _____°F and cook for (10) _____ to (11) _____minutes.

Written Test 5.13a (continued)
VII. Using the Timetable

Timetable for Cooking Fish and Shellfish

Method of Cooking	Product	Market Form	Approximate Weight or Thickness	Cooking Temperature °C	°F	Approximate Total Cooking Time (Minutes)
Baking	Fish	Dressed	3-4 lb.	177	350	40-60
		Pan-dressed	1/2-1 lb.	177	350	25-30
		Steaks	1/2-1 in.	177	350	25-35
		Fillets		177	350	25-35
	Clams	Live		232	450	15
	Lobster	Live	3/4-1 lb.	204	400	15-20
			1-1 1/2 lb.	204	400	20-25
	Oysters	Live		232	450	15
		Shucked		204	400	10
	Scallops	Shucked		177	350	25-30
	Shrimp	Headless		177	350	20-25
	Spiny lobster tails	Headless	4 oz.	232	450	20-25
			8 oz.	232	450	20-30
Broiling	Fish	Pan-dressed	1/2-1 lb.	Broil		10-15
		Steaks	1/2-1 in.	Broil		10-15
		Fillets		Broil		10-15
	Clams	Live		Broil		5-8
	Lobster	Live	3/4-1 lb.	Broil		10-12
			1-1 1/2 lb.	Broil		12-15
	Oysters	Live		Broil		5
		Shucked		Broil		5
	Scallops	Shucked		Broil		8-10
	Shrimp	Headless		Broil		8-10
	Spiny lobster tails	Headless	4 oz.	Broil		8-10
			8 oz.	Broil		10-12
Cooking in water	Fish	Pan-dressed	1/2-1 lb.	Simmer		10
		Steaks	1/2-1 in.	Simmer		10
		Fillets		Simmer		10
	Crabs	Live		Simmer		15
	Lobster	Live	3/4-1 lb.	Simmer		10-15
			1-1 1/2 lb.	Simmer		15-20
	Scallops	Shucked		Simmer		4-5
	Shrimp	Headless		Simmer		5
	Spiny lobster tails	Headless	4 oz.	Simmer		10
			8 oz.	Simmer		15
Deep-fat frying	Fish	Pan-dressed	1/2-1 lb.	191	375	2-4
		Steaks	1/2-1 in.	191	375	2-4
		Fillets		191	375	1-4
	Clams	Shucked		191	375	2-3
	Crabs	Soft-shell	1/4 lb.	191	375	3-4
	Lobster	Live	3/4-1 lb.	177	350	3-4
			1-1 1/2 lb.	177	350	4-5
	Oysters	Shucked		191	375	2
	Scallops	Shucked		177	350	3-4
	Shrimp	Headless		177	350	2-3
	Spiny lobster tails	Headless	4 oz.	177	350	3-4
			8 oz.	177	350	4-5

Answer Key for Written Test

Each section in the written test covers one objective and, therefore, should be evaluated separately. Criteria for evaluating each section are suggested below.

I. To master this objective, the student must answer 8 out of 9 items correctly.

1. h
2. f
3. a
4. c
5. b
6. e
7. i
8. d
9. g

II. To master this objective, the student must answer 12 out of 14 items correctly.

1. a
2. g
3. c
4. d
5. f
6. e
7. b
8. h
9. j
10. n
11. i
12. m
13. k
14. l

III. To master this objective, the student must answer 11 out of 12 items correctly.

1. DO
2. DO
3. DON'T
4. DO
5. DON'T
6. DO
7. DO
8. DON'T
9. DON'T
10. DO
11. DON'T
12. DO

IV. To master this objective, the student must answer 12 out of 14 items correctly.

1. DO
2. DON'T
3. DO
4. DO
5. DO
6. DON'T
7. DO
8. DO
9. DON'T
10. DO
11. DO
12. DO
13. DO
14. DO

Answer Key for Written Test (continued)

V. To master this objective, the student must answer all items correctly.
Any 5 of the following are correct (or others you judge appropriate).

Garnishes	Suggested Preparation
beets (cooked)	whole or slices
carrots	tops, sticks, curls, or shredded
celery	tops, hearts, sticks, curls
cucumbers	slices or sticks
green peppers	sticks or rings
hard-cooked eggs	slices, wedges, deviled, or grated yolks and whites
lemons	slices or wedges
lettuce	leaves or shredded
paprika	sprinkled sparingly
parsley	sprigs or chopped
pickles	whole, sliced, or chopped
radishes	whole, sliced, or roses
red peppers	strips or rings
watercress	sprigs or chopped

VI. To master this objective the student must answer *all* items correctly.

The student may write any 5 cold and 5 warm from the sauces listed below (or others you judge appropriate).

Cold Sauces	Warm Sauces
Anchovy	Aurore
Andalouse	Bercy
Cocktail	Bonne femme
Dill	Colbert butter
Egg (yellow)	Cream
Genoa	Curry
Green	Drawn butter
Gribiche	Hollandaise
Lemon	Maitre d'hotel
Mayonnaise	Mornay
Remoulade	Nantua
Tartar	White wine

Answer Key for Written Test (continued)

VII. To master this objective, the student must answer all items correctly.

1. 350°F (177°C)
2. 25
3. 35
4. broil
5. 12
6. 15
7. simmer
8. 15
9. 350°F (177°C)
10. 2
11. 3

State of Florida
Department of Education
Ralph D. Turlington, Commissioner of Education
Tallahassee, Florida
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

IE 343 BK 85